U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Elisha Bell

Official School Name: Corrigan-Camden High School

School Mailing Address: 504 S Home Street
Corrigan, TX 75939-2501

County: Polk State School Code Number: 187904001

Telephone: (936) 398-2543 E-mail: elibell@corrigan-camdenisd.net
Fax: (936) 398-4928 Web URL: http://www.corrigan-camdenisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Thomas Bowman Superintendent e-mail: tbowman@corrigan-camdenisd.net

District Name: Corrigan-Camden Independent School District District Phone: (936) 398-4040

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Melanie Taylor

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   4 Total schools in district
2. District per-pupil expenditure: 9586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	45	40	85
3	0	0	0		10	25	33	58
4	0	0	0		11	40	31	71
5	0	0	0		12	30	28	58
							Total in Applying School:	272

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
25 %	Black or African American
34 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
39 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	13
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	266
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 74%

   Total number of students who qualify: 196

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 22%

    Total number of students served: 58

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	41	Specific Learning Disability
10	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	31	0
Special resource teachers/specialists	0	0
Paraprofessionals	4	0
Support staff	12	0
Total number	49	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 9:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	94%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	3%	3%	10%	13%	13%
High school graduation rate	100%	98%	91%	92%	86%

If these data are not available, explain and provide reasonable estimates.

Campus administrator changed in May of 2006. There were concerns about the consistency of monitoring attendance with previous teachers and administrators. With the new campus administrator, programs were implemented to ensure adequate attendance accounting procedures as well as enforcement of attendance laws. This explains the drop in attendance during the 06-07 school year. With new incoming campus administration in May of 2006, teacher turnover was higher due to the review and replacement of teachers who were not certified or highly qualified in their specific teaching assigments.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	69
Enrolled in a 4-year college or university	10%
Enrolled in a community college	50%
Enrolled in vocational training	4%
Found employment	23%
Military service	0%
Other	13%
Total	**100**%

PART III - SUMMARY

When one thinks of the characteristics of Corrigan-Camden High School which make it a unique and positive setting for learning, thoughts turn to the diverse opportunities available, the positive attitudes exhibited by school staff and community members, and the focus on academic achievement of all students. Community support has always been a vital part of providing a learning environment that encourages the development of students who are not just academically capable but thoughtful and committed to being good citizens in their community, state, and nation.

Corrigan is a small town located in rural East Texas approximately eighty miles north of Houston. Employment opportunities are generally limited to working for the city, the school district, or one of two large wood product plants which also provide a high percentage of local tax revenue. The standard of living for the majority of Corrigan's residents is challenging. The median income for residents is $20,900 compared to $48,000 for Texas. Home values in Corrigan average $49,000 while the state of Texas is at $125,000. One of the most telling statistics regarding the community is the fact that 31% of the community lives below the poverty level as compared to 15.4% statewide. These figures help to accentuate the need for an effective system of education to be in place in order to support meeting the needs of a diverse and ever-changing school population. Meeting this need has become one of the real strengths of Corrigan-Camden High.

When reviewing academic progress from 2006-2010, one can easily see dramatic positive growth in scores. Scores in science progressed from 38% meeting passing standards in 2006 to 94% in 2010. The same type of success can easily be seen in other core areas such as math scores moving from 46% to 91% in the same time period. Much of this success can be attributed to greater focus on meeting individual student learning needs by disaggregating data in more effective ways, teaming teachers to share instructional strategies, evaluating the type and use of curriculum resources, and improving scope and sequences in each course of study. Implementing the use of instructional pacing calendars has also been a valuable tool used to assist teachers in moving through curriculum. Integration of technology in classrooms through the use of software such as United Streaming, A+ curriculum for credit recovery, and Study Island has proven extremely valuable. Further, each classroom is equipped with a "technology cart" consisting of a laptop, document camera, projector, and wireless tablets. There are also many areas in the non-academic realm which reflect the nature of the student body and demonstrate how the "total" student is of great importance.

Success, however, has not been limited to academic assessment. The varsity football team is a regular visitor in the state playoffs highlighted by winning a state championship in 2002. Various groups of students participate in such activities as NASA's summer science program, medical camp at Stephen F. Austin State University, creating care packages for troops, art competition sponsored by the Houston Livestock Show, raising funds for breast cancer research, and robotics competitions. It is not uncommon to find students in the hallways after hours decorating for special events, participating in tutorial activities, and participating in meetings for a variety of school organizations. Corrigan-Camden High has truly become a "safe place to be" for all students. It represents not only a learning center in the community, but also a place of safety, comfort, and support.

The success of Corrigan-Camden High can be attributed to all of the aforementioned factors. There is an even greater factor, however, that truly makes the profound difference in promoting the development of the all-around student. This is the unique relationship that exists between teachers, administrators, community members, and students. School has been and always will be a "people" business where true strength comes from the positive relationships that are built and nurtured between those involved in the education process. Corrigan-Camden High is very proud of the fact that "people" always come first.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Based on the scores from the 2005-2006 school year, Corrigan-Camden High School received an Academically Unacceptable rating from the Texas Education Agency. As a school community, this was a huge disappointment in our efforts. With a new school year, many new staff members, and a new approach and dedication, CCHS met the challenge head on of raising expectations and student achievement.

With a renewed focus on math, scores skyrocketed. From 2006 to 2010, the passing rate for math has risen a total of forty-five points from 46% to 91%. Gains in math can be seen in all subgroups. White students made jumps of forty-five percentage points; African-American of fifty points; Hispanic of forty-four points, and economically disadvantaged subgroup of fifty-one points. Scores have risen to the level that significant gaps between achievements of subgroups are minimal. Tremendous focus on alignment of curriculum, ongoing assessment and curriculum adjustments, and numerous opportunities for additional assistance resulted in academic growth for all students at CCHS in the area of math

Science is another area where much improvement was needed. Since 2005-2006, the passing percentage for students in the area of science has moved from 38% to 94%. A campus wide approach to curriculum and instructional focus on behalf of all teachers is evident in the increases in the subgroups scores. Even though the white subgroup began at 63%, it rose to 97% over the five years reviewed. African-American students' results grew from 19% to 90%; Hispanic students made similar monumental jumps moving from 14% to 92%. As a campus with a large economically disadvantaged population, this subgroup moved from 22% passing to 94%. CCHS took a struggling content area and helped students find success.

As math and science fought their way to the top, English and social studies worked to help make CCHS strong. With scores moving from 89% to 98% overall passing rate, English has seen a significant rise in the African-American population's scores from 78% to 97%. For the past three years, CCHS students have exceeded the 90% range in overall passing rates. The social studies department had a slightly larger original increase in scores from 80% in 2006 to 98% in 2010. Impressive gains are seen in the African-American subgroup which had a 59% passing rate in 2006 and then moved to 91% in 2007. Since 2008-2010, these students have maintained a 99% passing rate. The economically disadvantaged subgroup also rose from 75% in 2006 to 93% in 2007. English and social studies maintained high expectations for all students, and students have had tremendous success in their testing.

A simple passing score is no longer acceptable at Corrigan-Camden High School. Through the campus motto, "You begin to ACHIEVE when you begin to BELIEVE," students were pushed to exceed the minimum standards. High goals were set to increase the number of students making commended performance. In 2006, only 4% of the students achieved commended performance in math. In 2010, 26% of all students made commended. Similar gains were seen in science with an increase from 2% in 2006 to 23% in 2010. English showed a 10 percentage points gain from 8% in 2006 to 18% in 2010. The largest gains in commended performance can be seen in the area of social studies where student commended performance moved from 13% in 2006 to an amazing 52% in 2010.

The faces of Corrigan-Camden High School are diverse ; we are a campus with high levels of economically disadvantaged students. Many may use this as a reason to show the difficulty of success. CCHS has not taken this approach. We realized our obstacles and chose to pursue and overcome. Hard work, dedication, and a belief in the abilities of the staff and students has moved Corrigan-Camden High School from a campus with embarrassingly low scores to a campus that can be proud to say it provides an outstanding education for its students. No student is left behind or allowed to ever say, "I can't." Our students have succeeded, and they will continue to succeed. CCHS has worked to

develop a learner-centered community where everyone grows and achieves. Our overwhelming gains in test results emphasize this message.

2. Using Assessment Results:

CCHS uses data from a variety of assessments to improve student performance. High School teachers and the administration look at data from past TAKS tests, along with current school-generated diagnostic and benchmark tests given in all tested subjects. Teachers look at the data generated from the Texas Education Agency's AEIS report to make changes to the current curriculum in order to improve TAKS scores. Data is constantly disaggregated in order to help students become successful.

At least twice a year, benchmark tests are given to assess the strengths and weakness of each student in each TAKS tested subject. The resulting data is disaggregated using the DMAC system. This system disaggregates the data so that it becomes useful to the classroom teacher. This data is used to guide instruction in the classroom and to place students in tutorial classes. Teachers and administrators place students who need help in these one-hour long, mandatory tutorial classes that focus on specific TAKS objectives by subject area. Short diagnostic tests are given throughout the year. The data is also disaggregated using DMAC to supply information to guide teachers in determining classroom instruction. Areas that are viewed as weak are re-taught using different instructional activities.

Tutorials have been built into the school day at CCHS. Students who are in danger of failing for the six weeks are placed in mandatory thirty minute tutorials at the end of the school day primarily in the fall semester. These "targeted" tutorials changed when more instructional time was needed, specifically in math and science, in order for students to be successful on TAKS. The resulting tutorials for the spring semester were one hour in length, and students were assigned to these math and science tutorials based on benchmark test scores. These subject-intensive tutorials were taught by teachers from all subject areas. Teachers volunteered to teach specific objectives and serve as classroom assistants. This helped students see more value in the tutorials as well as the fact that their teachers cared about their academic success in all areas.

C-C University, a voluntary afterschool program open from 3:30-6:30 pm was also implemented. The program is available two days a week in the fall and expands to four days in the spring. This program gave students the opportunity to work on classroom projects, homework, and TAKS software. To encourage students to attend these tutorials, our school supplied free materials for classroom projects and an informal, supportive atmosphere.

3. Communicating Assessment Results:

Corrigan-Camden High School firmly believes in disaggregating data. This data is then utilized to direct curriculum and instruction in both regular instructional classroom settings and tutorials. CCHS actively pursues parental and community involvement. We share this data with parents and community members by hosting Parent Report Card Pick-up Nights, utilizing the AlertNow telephone program, Principal Monthly Newsletters, school website, and the local newspaper. In addition, parents have continuous access to their child's grades via the internet. Student progress reports and report cards are printed and distributed to parents at the end of the three week and six week grading periods, respectively. The Alert Now system is an automated telephone system in which administrators inform parents of a student's attendance, tardiness, upcoming events, or special announcements.

CCHS administers diagnostic tests each six weeks within the regular instructional period and benchmark tests at least twice per school year. This data is then disaggregated by the administrators and teachers using the DMAC program. Based on the results of these tests, administrators and teachers hold student conferences and assign tutorial placement. Benchmark results are shared via parent letters explaining the results and the tutorial placement for their child. Each spring semester, CCHS hosts a TAKS Parent's Night where parents are invited to hear information concerning test formats, procedures, and tutorial opportunities.

Once official TAKS test results are received by the district, students are brought in individually to receive their much anticipated results from the principal, campus counselor, and at least one of their core teachers. We have found this tradition very meaningful to the students and teachers. The celebrations consist of hugs, tears of joy, and songs of praise for both students and teachers. Any student who was not successful on any section of the test is enveloped in an overwhelming atmosphere of encouragement by those same administrators and teachers. Immediate promises of support and further instruction are made to that student by the faculty. These promises are upheld by conducting intensive instruction and remediation in a very small group environment. We have found that with these promises fulfilled by the staff, our students can and will be successful on future test administrations. While CCHS is very dependent on data, we never forget that we are teaching, leading, and supporting our community's most valuable resource – our children.

4. Sharing Lessons Learned:

The goal of Corrigan-Camden High School is not only to continue our success in raising student test scores, but also to serve as a source of encouragement and information to other schools that are experiencing the same problems that we faced in 2006. Our principal from 2006-2010, Sherry Hughes, has been contacted by other principals, including Cameron ISD, for information on changes we made that positively impacted student performance. Mrs. Hughes shared information on our evolving tutorial program, benchmark testing, and technology use in the classroom, course offerings, scheduling, and specific information regarding our math and science programs. Mrs. Hughes has continued to share information with other campuses within and outside our district in her new role as CCISD's Director of Curriculum and Programs.

At the request of Region VI, CCHS shared information on our best practices. Region VI compiled and distributed these Best Practice Booklets to other schools within Region VI. These best practices include, Wacky Wednesday for Social Studies, Freaky Fridays for English, extended one hour tutorials in the school day based on math and science benchmark scores, voluntary three hour tutorials after school and an all-hands-on deck attitude toward teacher participation in TAKS tutorials. CCHS was also asked to participate in a Best Practice Continuum Conference on January 14, 2010, in San Marcos, Texas. CCHS data was compiled by the A+ User Group and P. A. S. S. Club and shared with other districts in the state of Texas at this conference.

Teachers and administrators at CCHS also shared instructional strategies with other CCISD campuses through workshops and informal meetings. These strategies included the use of foldables, brain research, technology carts in teacher classrooms, increase in computers available to students in a lab setting, and access to internet based software**.** Individual high school teachers who were using innovative teaching strategies successfully in their classrooms shared their success stories with other CCHS teachers and eventually with other CCISD campuses. Corrigan-Camden is currently waiting to receive a response from The Texas Association of Secondary School Principals on our offer to present at the TASSP Conference in the summer of 2011. This presentation would detail changes we made that enabled us to make the dramatic transformation from being rated by TEA as Unacceptable in 2006 to being rated Exemplary in 2010.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Corrigan-Camden High School consists of grades 9-12 with an enrollment of 260 students. Corrigan-Camden's curriculum has been and continues to be a work in progress. Faculty and staff have continually fine-tuned the curriculum to adapt to their students' ever-changing needs, strengths, and weaknesses. Curriculum is based on Texas Essential Knowledge and Skills Standards and district scope and sequence guidelines. The advantage of being a small district is the ability to quickly assess areas of concern. Intelligent, creative individuals have come together as a team to ensure the curriculum is preparing our students for advanced education and meaningful employment.

The CCHS English department offers a multi-level curriculum involving sections of grade-level instruction and a more challenging honors level curriculum for more advanced students. Junior and senior students also have the option of participating in the dual-credit courses offered through Angelina College. Students are required to complete four credits within the aligned sequence (English I-IV). While all students are required to complete the state mandated sequence, the individual student is given the opportunity to decide at which level he or she wishes to challenge his or her abilities.

Our math department offers the state required courses of Algebra I, Geometry, Algebra II, Math of Models, and Independent Study in Math. Honors level sections are offered for the Algebra I, Geometry, and Algebra II students who are more advanced in their math skills. Many of the honors level students go on to participate in the dual-credit program with Angelina College by taking College Algebra, Elementary Statistic, or Fundamentals of Math. These students continue to be supported by the school personnel on an as needed basis.

The social studies department offers World Geography, World History, US History, Government, Economics, Sociology, and Psychology with an honors level offered in World History. Students are required to complete four credits within the aligned sequence. For a number of years, the department sponsored a Mock Trial competition team and a Lincoln-Douglas Debate team. Students wishing for a more advanced curriculum have the option of participating in the dual credit program with Angelina College by taking US History, Government and Economics.

The science department offers Integrated Physics and Chemistry, Biology, Physics and Chemistry. Some students opt to take Independent Study in Science or have been selected by NASA to gain their science credit through the NASA Texas Scholars Program. Students also have the option to participate in the dual credit program with Angelina College to gain the required fourth science credit by taking Biology at the college campus.

Currently, CCHS offers Spanish I – III. Eighth grade students have the opportunity to take Spanish I for high school credit. Native Spanish speaking students are eligible to take a credit-by-exam through Texas Tech University. This program is offered at no cost to the students.

CCHS offers a well-rounded curriculum of study to address the needs of all students. Courses in art, band, and theater are offered to the student body. As part of the art program, we offer electronic media for students who show an interest in the area of digital art. As an extra musical interest, we offer a drum line option to our band students, as well as, reinstating the color guard flag program. CCHS has many students attend college on music scholarships.

Our vocational department is multifaceted with courses offered in construction, welding/agriculture areas, business, and family and consumer science areas. Our business department presents a coherent sequence of courses which could lead to an associate's degree in business. These courses include basic computer

applications, Business Imaging and Multimedia Management, and Accounting. The agriculture department is articulated with its welding program. Both of these articulation agreements are through Angelina College in Lufkin. Students in these programs are gaining "real-life" job skills that will assist them in the future.

Our athletic program is highly successful and available to all students. Since we have a small student body, a large percentage of our students participate in a variety of sports with many students participating in more than one. Our strong football program continues to advance into the playoffs each year, and our track teams have been very successful at the state level. The current girl's shot-put state champion is a senior here at CCHS and has recently advanced to number two in the nation. Our boy's track teams have also won many honors including state champion in the mile relay, 800 meter relay, and the 2A state championship. Our girls' softball team advanced to the playoffs for the last two years, and the boy's baseball team advanced to become Area Champions in 2010.

As part of our physical fitness program, students at Corrigan-Camden High School attend PE classes five days a week. One day is devoted to using our weight room, another is spent participating in a variety of cardiovascular activities, and the remaining three days are devoted to innovative games. We strive to provide students with the tools and the information they need to live healthy, active lives.

Our goal at CCHS is to produce students who are well-rounded, strong academically-minded prepared citizens. We strive to promote an environment of encouragement and educational excellence which is attainable for all.

2. Reading/English:

CCHS English department strives to instill a love of reading and writing in each and every student. The resources chosen and used in classes are multicultural in nature. Supplemental materials such as videos, novels, and short stories are selected to interest a diverse student body. The on-campus curriculum is also enriched by carefully chosen field trips.

Curriculum is continually monitored and adjusted based on data gathered after diagnostic tests, benchmarks, and essays submitted to the Write Score Company. English teachers have been trained in writing strategies and scoring TAKS style essays. For the past three years, CCHS has utilized the Write Score program to score students' essays to give students critiques of their writing from a diverse perspective. As the data from practice tests and essays is gathered, instruction is varied and individualized for each student. The department feels strongly that early intervention is responsible for our student's success on the TAKS test.

The department utilizes pacing calendars to ensure that all needed material is addressed throughout the school year. Student expectations are posted in the rooms daily to direct student learning for the day. Lessons are well planned based on the required TEKS applicable for each grade level. Within the classrooms, teachers use diverse teaching strategies, pull-out programs, content mastery/learning labs, and peer-to-peer tutoring to reach students who are functioning above, at, or below grade level. English teachers were motivated by speaker Rita Pierson, who spoke to the entire faculty, to continue to seek methods of reaching all subgroups in their particular learning styles.

Students are also given the opportunity for supplemental instruction through a variety of software programs, tutorial periods, and pullout programs. Teachers have found that incorporating Study Island, Brain Pop, and A+ software in their instruction period has assisted struggling students. These software programs appeal to the visual and auditory learners in particular by helping them master skills they may be lacking.

We also have a number of students who participate in the concurrent enrollment program with Angelina Junior College. These students have a high success rate due to the background provided. Our faculty

continues to support these students by editing papers, assisting with research, and serving as a support person.

As with all core areas at CCHS, the English department shares a common planning period. Administrators and teachers alike have found this is particularly beneficial for working as a team to address all students' needs.

3. Mathematics:

CCHS math department offers Algebra I, Geometry, Algebra II, Math of Modeling, and Independent Study in Math. The department works as a team utilizing the A & M Consolidated curriculum. This vertically-aligned curriculum spirals back on previous skills as well as addressing current concepts. Teachers strive to enhance the curriculum for TAKS remediation and assignments to reach the upper levels of Bloom's Taxonomy. Teachers utilize a brief time at the beginning of each class to address TAKS specific concepts and questions. The department uses the Texas Instruments calculators for all students. CCHS moved to a "co-teach" inclusion-based program for teaching special education math classes.

Our campus has multiple computer labs the department uses to review and strengthen student's math skills. Study Island is one software program utilized. The software contains subject-specific TAKS formatted questions, explanations, and formula charts. The software provides student progress and remediation reports. Teachers observe and assist students while working in the lab.

Personnel attend conferences to gain insight to new strategies such as using foldables, manipulatives, and supplemental materials. The department, through benchmark/diagnostics testing, collects and analyzes data on an ongoing basis. Scores are collected in the DMAC program which breaks down data by subgroups, objectives, and student expectations. From this data, teachers and administrators can readily track the areas of concern.

Administrators and teachers work together to intervene early in a struggling student's needs. These issues are addressed initially with "pullout" programs which strive to fill gaps in a student's math skills. Three years ago, CCHS began afterschool tutorials for a one-hour period to address the needs of students. During tutorials, every teacher on campus works with a small group of students. The math department works together to host game nights for students to attend voluntarily. The CC University program is an afterschool computer lab open for three hours per day for students' academic needs. As a large portion of the student body is economically disadvantaged, the lab is stocked with school supplies. During this time, the Study Island software program is available.

In 2006-2007, core teachers were given a common planning time to meet frequently to discuss curriculum and students' needs. The school's website contains information about classrooms and school/sporting events for the parents and community. The parent portal on the website allows parents access to their child's grades and attendance. Teachers send weekly newsletters to parents via e-mail outlining the week's lessons.

4. Additional Curriculum Area:

CCHS has made tremendous strides in science scores in recent years. The faculty has worked diligently to incorporate proven instructional strategies. These practices have focused on brain-based research and differentiated instruction. The department has incorporated manipulatives, foldables, and technology into daily instructional time. Teachers have a common planning period which allows for the sharing of proven instruction methods and collaborative preparation.

Laboratory activities infused throughout the curriculum challenge students to reach the higher level of Bloom's Taxonomy. With the development of these higher level skills, students have been selected to

participate in the NASA Texas Scholars and Botball programs for the previous two years. The Robotix program continues and will be expanded this year. Students also attend the Engineering Conference at Texas A & M College Station and the Physics Olympics at Stephen F. Austin State University in Nacogdoches.

The UIL Science teams have been highly competitive in recent years. Team members have advanced in Physics and Biology competitions. The Biology program has enabled students to gain admittance to Health Careers Camp hosted by SFA for the previous two years.

The department as a whole strives for a more advanced curriculum to promote college readiness. Students have reported the ease of success in college level science classes due to their preparation in high school. The integration of technology is a major factor in the stronger curriculum. Teachers have been equipped with Interwrite Boards, document cameras, laptops, and projectors in each classroom for teacher demonstration purposes. In addition to the classroom technology cart, CCHS maintains three computer labs equipped with twenty computers each providing students the opportunity to utilize Study Island and A+ software programs. These programs are utilized as supplemental learning experiences and remediation for state mandated standardized tests. TAKS Science Starters are used at the beginning of each class period to introduce and focus the student's attention on the day's lesson.

The science teachers have a common planning period in order to collaborate with each other on curriculum and test strategies. The science and math departments also work closely together in planning tutorials and afterschool TAKS game night activities. Students attend these game sessions voluntarily after school to practice TAKS related skills presented in a fun manner. Many of these games have been created by local personnel.

The success of our students in the science area is a direct reflection of the dedication of our hardworking teachers and students.

5. Instructional Methods:

Corrigan-Camden High School has a diverse student population in an economically disadvantaged area. This diversity creates challenges that staff members work hard to overcome to make all students successful. CCHS looks at each student's unique learning styles individually. In order to reach students, teachers actively differentiate instruction to meet their needs. Various data sources including, Write Score, DMAC, benchmark tests, and diagnostic tests are all used to make decisions in varying classroom instruction.

Teachers are the keys to providing differentiated instructional strategies. Teachers attend staff development focusing on teaching to the different learning styles of all students. Teachers also focus on teaching to our digitally savvy students. Differentiation at CCHS takes many forms. Mandatory tutorials during the school day and voluntary afterschool tutorials are ways that differentiate instruction for students who need more time to learn the material. Many of our students come from economically disadvantaged homes where internet access is not available or parents work evening or night hours. Voluntary afterschool tutorials staffed by a certified teacher allow students to receive help in a relaxed, informal environment. Teachers assist students with homework and TAKS remediation as well as provide supplies for class projects. Students are also allowed to access the internet for academic purposes.

In order to meet their unique learning styles of all students, teachers differentiate with visual and auditory brain-based strategies. Many teachers use foldables or manipulatives in classrooms on a regular basis. Teachers also utilize Discovery Education or Brain Pop video clips on classroom projectors to increase student interest and comprehension in the subject being taught.

CCHS began using the CScope curriculum on a limited basis in 2007. Although this curriculum is not mandatory, teachers are encouraged to use CScope. This curriculum focuses on project-based learning using a variety of instructional strategies to reach all student subgroups.

Special education math students are in co-teach classrooms with both regular and special education teachers. Students who need intensive help are placed in pull-out programs to address individualized needs.

Starting in the 2009-2010 school year, CCISD started the Flex Week Program. This program rewarded students who passed all TAKS tests by not requiring them to attend school for the last two weeks of instruction. Students who failed to master any part of TAKS received intense instruction during these two weeks to help bridge any gaps that they had in learning the required material.

6. Professional Development:

During the fall of 2006, CCHS implemented a more focused professional development plan. Teachers were and are continually encouraged to attend professional development which addresses their subject area needs. Staff members bring information gathered at conferences back to campus to share with others. Professional development offered to the entire faculty addressed learning style differences that occur naturally in our culturally diverse, economically disadvantaged community. Examples of conferences attended by teams include the Conference for the Advancement of Math Teachers, Dana Center Math and Science conferences, Conference for the Advancement of Science Teachers, Sam Houston State University Math Conference, TCEA, Abydos Grammar Camp, United States Department of Education's Teaching American History at Sam Houston State University and various workshops held at Region VI Educational Service Center. Many of our teachers lead in-house sessions covering the implementation of technology, manipulatives, foldables, and brain-based research in the classroom. Quantum Learning, Rita Pierson (cultural diversity expert), Gang Awareness, and experts on using data to drive curriculum needs conducted workshops on our high school campus for all personnel.

Staff members have been given the opportunity to attend workshops which address specific needs for various subgroups. Professionals are brought in to train teachers to address the implementation of RTI strategies and modifications/accommodations for special needs students in the classroom to help ensure that all students experience success.

All new teachers are provided an experienced teacher on campus as a mentor. These teams of teachers are trained at the beginning of each year and meet throughout the school year to discuss strengths and needs. All core area subjects have a common planning period to meet both as teams and with administrators to address student data, curriculum and instruction needs, as well as, future testing dates. This common planning period serves as an opportunity for informal professional development to occur as an ongoing process.

Educational Service Center personnel have visited on campus with administrators and teachers to address concerns of instructional strategies and approaches.

7. School Leadership:

In 2006, our new high school principal was faced with an uphill fight to increase TAKS scores. Many teachers chose to leave C-CHS due to the Academically Unacceptable rating the campus had received from TEA. Teachers were told that they must be willing to work as a team to improve student performance. In four years, under her leadership our high school achieved the enviable designation of Exemplary.

Corrigan-Camden High School expects the best from its teachers and students. The principal's motto of "Believe and Achieve" was used throughout our high school. "Believe and Achieve" centers on the belief that all students can and will achieve successes when they believe that they can achieve them. The principal has an "Open-Door" collaborative approach to leadership. Teachers are encouraged, even expected, to visit the principal. Students are also encouraged to share any concerns with the principal. The principal meets every two weeks during conference time with each core department. These meetings focus on department needs and student concerns. The principal also espouses the philosophy of "All

Hands on Deck" which means that all teachers are expected to help all students on all tests. This philosophy creates an atmosphere where teachers understand that their help is necessary in order for our school to be successful; in addition, students see teachers working outside their own subject comfort zone of knowledge. Through empowering teachers through decision-making, goal setting, and prioritizing campus needs, all teachers gained ownership in the success of the school.

The principal performs continuous walk-throughs to verify that teachers are teaching the required essential knowledge and skills and that students are actively engaged in learning. Resources that teachers need in the classroom are supported financially by the school district.

Relationships are vital to Corrigan-Camden High School. We operate as a family of learners. Traditions play a large part in our school. Students are encouraged to participate in athletics, band, FFA and other school organizations. Students are continually recognized for their academic or athletic achievement.

C-CISD began allowing students who passed all grade level TAKS tests to opt out of the last two weeks of school instruction. These two weeks were spent on intense acceleration of students who failed to master any part of TAKS.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	86	79	73	67	45
Commended	23	12	14	7	4
Number of students tested	56	58	64	67	53
Percent of total students tested	81	85	82	81	77
Number of students alternatively assessed	10	10	14	16	15
Percent of students alternatively assessed	14	15	18	19	22
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	85	80	69	61	34
Commended	26	11	12	0	3
Number of students tested	39	35	42	41	29
2. African American Students					
Met Standard	75	70	47	64	45
Commended	33	0	7	9	0
Number of students tested	12	10	15	11	11
3. Hispanic or Latino Students					
Met Standard	94	80	80	76	41
Commended	25	16	16	4	6
Number of students tested	16	25	25	25	17
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Met Standard	85	83	83	63	48
Commended	15	13	17	10	4
Number of students tested	27	23	24	30	25
NOTES: Special Ed. and LEP not reported due to less than 10 in each sub-group.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	97	95	95	87	84
Commended	16	31	17	10	0
Number of students tested	58	59	64	68	55
Percent of total students tested	84	86	81	82	80
Number of students alternatively assessed	11	10	14	15	14
Percent of students alternatively assessed	16	14	18	18	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	95	92	93	79	86
Commended	12	28	12	2	0
Number of students tested	41	36	43	42	29
2. African American Students					
Met Standard	100	100	93	73	70
Commended	8	20	0	9	0
Number of students tested	12	10	15	11	10
3. Hispanic or Latino Students					
Met Standard	100	88	100	80	88
Commended	13	23	20	8	0
Number of students tested	16	26	25	25	17
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	93	100	92	97	89
Commended	21	43	25	13	0
Number of students tested	29	23	24	31	27
NOTES: Special Ed. and LEP not reported due to having fewer than 10 students in each sub-group.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Mar	Apr	Apr
SCHOOL SCORES					
Met Standard	96	85	76	76	57
Commended	30	37	22	6	2
Number of students tested	53	54	59	51	51
Percent of total students tested	83	79	80	75	78
Number of students alternatively assessed	11	13	14	17	13
Percent of students alternatively assessed	17	19	19	25	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	95	81	69	73	54
Commended	24	34	11	3	4
Number of students tested	38	32	35	30	24
2. African American Students					
Met Standard	91	67	50	64	40
Commended	9	13	10	0	0
Number of students tested	11	15	10	11	10
3. Hispanic or Latino Students					
Met Standard	96	86	82	81	65
Commended	30	52	18	6	0
Number of students tested	23	21	22	16	17
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	81	79	58
Commended	42	39	31	8	4
Number of students tested	19	18	26	24	24
NOTES: Special Ed. and LEP not reported due to less than 10 in each sub-group.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	96	100	93	91	92
Commended	21	30	20	7	11
Number of students tested	53	54	60	54	53
Percent of total students tested	83	79	81	77	100
Number of students alternatively assessed	11	12	14	16	0
Percent of students alternatively assessed	17	18	19	23	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	95	100	92	88	96
Commended	16	28	11	6	8
Number of students tested	38	32	37	32	24
2. African American Students					
Met Standard	91	100	90	75	100
Commended	0	27	10	8	0
Number of students tested	11	15	10	12	10
3. Hispanic or Latino Students					
Met Standard	96	100	91	94	82
Commended	13	38	17	6	6
Number of students tested	23	21	23	17	17
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	96	96	96
Commended	42	44	26	8	19
Number of students tested	19	18	27	25	26
NOTES: Special Ed. and LEP students not reported due to less than 10 in each sub-group.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	85	76	54	63	37
Commended	24	25	21	9	5
Number of students tested	54	63	72	64	75
Percent of total students tested	79	91	97	84	82
Number of students alternatively assessed	14	5	2	12	17
Percent of students alternatively assessed	21	7	3	16	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	79	76	44	55	30
Commended	21	24	18	6	5
Number of students tested	39	45	50	47	44
2. African American Students					
Met Standard		65	25	43	27
Commended		24	13	7	0
Number of students tested		17	16	14	15
3. Hispanic or Latino Students					
Met Standard	81	89	52	64	35
Commended	19	32	14	7	4
Number of students tested	21	19	29	28	23
4. Special Education Students					
Met Standard	33	36	17		
Commended	0	9	0		
Number of students tested	3	11	12		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	88	74	74	73	44
Commended	38	22	33	14	8
Number of students tested	24	27	27	22	36
NOTES: LEP not reported due to less than 10 in sub-group.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 Publisher: TEA/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	100	86	81	91	91
Commended	18	21	29	19	12
Number of students tested	57	63	72	64	75
Percent of total students tested	81	91	99	83	82
Number of students alternatively assessed	13	5	1	12	16
Percent of students alternatively assessed	19	7	1	16	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	80	76	87	85
Commended	16	16	28	15	9
Number of students tested	43	45	50	46	46
2. African American Students					
Met Standard		71	63	79	69
Commended		18	6	14	8
Number of students tested		17	16	14	13
3. Hispanic or Latino Students					
Met Standard	100	89	83	89	96
Commended	9	21	31	21	13
Number of students tested	22	19	29	28	23
4. Special Education Students					
Met Standard		45	33		
Commended		0	0		
Number of students tested		11	12		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	93	89	100	97
Commended	27	22	41	18	13
Number of students tested	26	27	27	22	38
NOTES: LEP data not reported due to having less than 10 students in subgroups.					

11TX24

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	89	80	67	68	45
Commended	26	25	19	8	4
Number of students tested	163	175	195	182	179
Percent of total students tested	81	85	86	80	79
Number of students alternatively assessed	35	28	30	45	45
Percent of students alternatively assessed	17	14	13	20	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	86	79	59	62	37
Commended	23	23	14	3	4
Number of students tested	116	112	127	118	97
2. African American Students					
Met Standard	84	67	39	56	36
Commended	16	14	10	6	0
Number of students tested	32	42	41	36	36
3. Hispanic or Latino Students					
Met Standard	90	85	70	72	46
Commended	25	32	16	6	4
Number of students tested	60	65	76	69	57
4. Special Education Students					
Met Standard	67	56	23		
Commended	8	6	0		
Number of students tested	12	16	13		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	90	84	79	71	49
Commended	30	24	27	11	6
Number of students tested	70	68	77	76	85

NOTES: LEP data not reported due to less than 10 in the sub-group. **Students are chosen for alternative testing based on several factors reviewed by the ARD (Admission, Review, and Dismissal) committee. Factors include: classes assigned (mainstreamed vs. resource), grades in classes, ongoing discussions with assigned teachers, previous tests taken, and scores from ongoing diagnostics and benchmarks given throughout the school year. CCISD began inclusion processes in the elementary campus several years before but many of the students tested in these years had not gone through a continuous inclusion program which made their learning gaps sometimes wider. CCHS began mainstreaming more students in social studies and using a co-teach approach in math to help ameliorate the achievement / academic gaps of our special needs students.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	98	93	89	89	89
Commended	18	29	22	12	8
Number of students tested	168	176	196	186	183
Percent of total students tested	83	85	87	81	86
Number of students alternatively assessed	35	27	29	43	30
Percent of students alternatively assessed	17	13	13	19	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	97	89	86	84	88
Commended	15	23	18	8	6
Number of students tested	122	113	130	120	99
2. African American Students					
Met Standard	97	88	80	76	79
Commended	6	21	5	11	3
Number of students tested	32	42	41	37	33
3. Hispanic or Latino Students					
Met Standard	98	92	91	87	89
Commended	11	27	23	13	7
Number of students tested	61	66	77	70	57
4. Special Education Students					
Met Standard	87	56	47		
Commended	7	0	0		
Number of students tested	15	16	15		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	97	97	92	97	95
Commended	28	35	31	13	11
Number of students tested	74	68	78	78	91

NOTES: LEP not reported due to less than 10 in the sub-group. **Students are chosen for alternative testing based on several factors reviewed by the ARD (Admission, Review, and Dismissal) committee. Factors include: classes assigned (mainstreamed vs. resource), grades in classes, ongoing discussions with assigned teachers, previous tests taken, and scores from ongoing diagnostics and benchmarks given throughout the school year. CCISD began inclusion processes in the elementary campus several years before but many of the students tested in these years had not gone through a continuous inclusion program which made their learning gaps sometimes wider. CCHS began mainstreaming more students in social studies and using a co-teach approach in math to help ameliorate the achievement / academic gaps of our special needs students.